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ABSTRACT

This sourcebook is a supplementary resource tool for teachers of English as a Second Language (ESL) and is appropriate for beginning level non-English-speaking learners. It contains over 60 objectives, each of which is accompanied by suggested language patterns as well as four or more learning activities. There is a cross reference index to facilitate use of the sourcebook with the "Curriculum Guide for English as a Second Language." (Author/AMH)

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ESL

Activities Sourcebook

Beginning Level

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Prepared at
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PREFACE

As the number of non-English-speaking learners enrolled in English as a Second Language (ESL) programs in the Chicago public school system steadily increases, the need to develop adequate and varied teaching strategies has become imperative. This sourcebook, developed at the Jirka Demonstration Center, presents a composite of ideas used successfully by several experienced ESL teachers. Teachers are encouraged to use the recommended approaches, techniques, and activities and to adapt them as necessary in order to best meet the individual needs of the learners.

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INTRODUCTION

The ESL Activities Sourcebook was developed for use as a resource tool for teachers of English as a Second Language (ESL). Over sixty objectives are listed, accompanied by suggested language patterns as well as at least four learning activities. However, the objectives are not necessarily listed in a developmental sequence, and the suggested language patterns should be used at the discretion of the teacher. The sourcebook may be used in conjunction with the Curriculum Guide for English as a Second Language by referring to the cross reference index found in the back section of the sourcebook.

The activities are designed mainly for beginning level non-English-speaking learners but may be modified or adjusted for use with more advanced learners. They have been included here as examples of activities which are especially adaptable to ESL. Teachers must use their judgment in determining which activities--

- are introductory
- are for reinforcement
- are individually or group oriented
- need adaptation for particular needs
- need teacher observation or guidance
- need introduction of language patterns not stated directly in the activity
- require written expression that may be delayed until the learners are better prepared

Teachers must keep in mind that these activities are supplementary and were designed to add variety to the instructional program. It is hoped that this sourcebook will provide a bank of ideas for the teaching of English as a second language.

Give simple greeting and tell own name

Suggested language patterns:
Good morning, Juan.
How are you?
Fine, thank you.
And you?
Hi, (Hello) Maria.
What's your name?
My name is Jose.
Who is this?
That's Juan.

Puppet
Use a puppet to greet each of the learners and ask them their names. Have the learners ask the puppet its name.

Good Morning
Greet one learner and have him/her greet the following person. Do this quickly each morning.

Whose Name?
Have the learners trace the letters in their names from letter stencils. Have the learners cut these out, trade them, and put them together to form each other's names.

Guessing Game
Select an activity (clapping, tapping head, snapping fingers). Have everyone cover his/her eyes. Tap one learner on the shoulder so that he/she will begin the activity. Have everyone open his/her eyes and ask who was doing the activity. Have the learners respond with the correct name.

Greetings

Give the learners props (purse, hat, bag) and have them pretend that they are walking down the street. Have them begin selected dialogue upon meeting.

Cartoon Cut-Ups

Cut out newspaper cartoons of characters meeting on the street. Have the dialogue bubbles blocked out with paper. Have the learners write in appropriate greetings.

Tell own address and telephone number

Suggested language patterns:

Where do you live?
I live at 1310 West 18th Street.
What's your telephone number?
It's 243-1213.
Who lives at 1826 South Blue Island?
Carlos lives there.
Whose telephone number is 673-0804?
My telephone number is 673-0804.

Neighborhood Map

Have a map of the neighborhood made from racial spot check or safety patrol maps. Have the learners make small houses out of corrugated or construction paper. Have them write their last name and address on the house and then locate where the house is on the map. Have them pin or paste the houses to their proper locations.

Street Line-Up

Have the learners line up according to the streets on which they live (Everyone who lives on Loomis get in this line.) Then have the learners arrange themselves in the line in ascending numerical order.

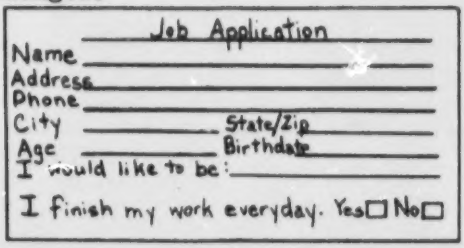
Telephone Calls

Make a large flat telephone from tagboard with an arrow that would indicate whom to call and why. Lay the telephone on a table and have the learners dial a number and speak into the telephone. A toy telephone may also be used or Illinois Bell may have real telephones which are available for classroom use. Have the learners make the following calls:

Fire Dept.	House on fire
Police Dept.	House burglarized
School	Registration
Doctor's Office	Test results
Pharmacy	Prescription to be sent
Dentist's Office	Appointment
Library	Lost card
Commonwealth Edison	Change of address
Sears Catalogue Sales	Clothing order
Pizzeria	Pizza delivery order

Job Hunt

Have the learners apply for jobs in the classroom (front captain, boards). Make up an application form which asks for name, address, etc. Have the learners illustrate themselves performing this job on the back of their application. Have the learners do this as often as the jobs are changed.


Job Application

Name _____

Address _____

Phone _____

City _____ State/Zip _____

Age _____ Birthdate _____

I would like to be: _____

I finish my work everyday. Yes☐ No☐

Tell own age, birthdate, school, grade, room number, teachers' names, principal's name

Suggested language patterns:

How old are you?
I'm 8 years old.
When is your birthday?
My birthday is on October 1.
What year were you born?
I was born in 1971.
What school do you go to?
I go to Jirka school.
What grade are you in?
I'm in 2nd grade.
What room are you in?
I'm in room 103.

Who's your teacher?
My teacher is Ms. Zeplin.
What's your principal's name?
My principal's name is Mr. Levin.

Tell the Truth

Write the names of the teacher, principal, and other school staff members on individual strips. Attach yarn so that each one will hang around the neck. Have each learner put on a card, stand up, and state who he/she is. The learner must use the name he/she is wearing but may change the job description so that it is true or false. (My name is Mrs. Waldo, and I am the librarian. My name is Mrs. Waldo, and I am the gym teacher.) The other learners must decide if the statement is true or false.

Guessing Game

Have each learner's birthdate on a card. Read each one. Have the learners guess whose birthday was read. Have the one who guesses correctly read the next date.

Guided Tour

Introduce the learners to the names of the various school building facilities by walking through the building. Name and indicate each place. (This is the Jirka School gym.)

Classroom Diorama

Have the learners make models of the room (on paper for two-dimensional or in shoe boxes for three-dimensional) and label the room, the teacher, and various objects in the room.

Birthday Calendar

Make a large one-page calendar with 12 boxes and the names of the months in the appropriate boxes. Have each learner make a birthday cake out of construction paper or felt and on it put his/her name, as many candles as his/her age, and the number of his/her birthdate. Have each learner place his/her cake in the appropriate month and state his/her age and birthdate.

January	February	March	April
May	June	July	August
September	October	November	December

Identify and name the nine basic colors

Suggested language patterns:
What color is this?
That's red.

Simon Says

Play a version of the game where the learners must perform various actions. (If you are wearing red, hop on one foot.) Use only two or three verbs which the learners know.

Dictation

Have the learner fold an unlined sheet of paper into 16 squares and number them. Give varied instructions. (Put a red circle into box number one.) Do this until all of the boxes are filled.

Colored Squares

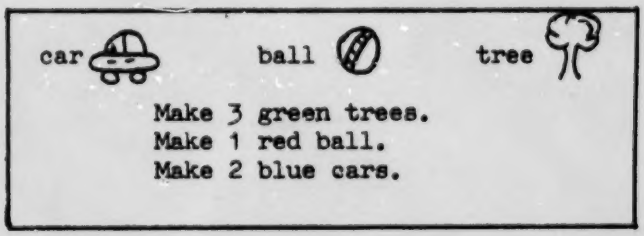
Cut two-inch squares of the nine basic colors from construction paper. There should be at least 50 squares per color. Mix these in a container and give each learner a handful. Call out a color. Have the learners hold up a square of that color. For further reinforcement, ask the learners to group the squares in certain color combinations. (Put all the red and green squares together.)

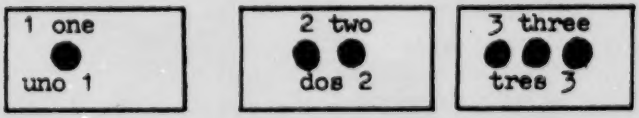
Color Tubes

Cover one end of each of nine cardboard paper towel tubes using colored paper and glue (or rubber band). Paint each tube one of the nine basic colors. Provide small objects for the learners to sort into the appropriate tubes. (Put the pencil into the yellow tube.)

Drawing Sentences

Every day write several sentences that reinforce color on the chalkboard. Have the learners draw next to the sentences. Each classroom should have color cards with the color words in the native language and English as well as number cards with word numerals in the native language and English. Use appropriate words or rebuses so that a learner who cannot read will be able to do the exercise through association.





Name in Color

Have the learners write their names on the board with different colored chalk. Use the following language pattern: Jennie is orange. Have the learners repeat the sentence aloud.

8

Count and identify numbers

a. 0 to 10
b. 0 to 20
c. 0 to 50
d. 0 to 100

Suggested language patterns:
What number is this?
That's (number) 5.

Bingo
Write the numbers being taught on bingo cards and on small flashcards. Mix the flashcards in a container. Select flashcards randomly and call out numbers. Have the learners place markers on the numbers called until someone has a complete row of numbers. A variation would be to show a number word instead of a numeral.

Concentration
Divide a set of 20 cards in half. On one half write the numerals and on the other half write the number words that correspond to the numerals. Turn all of the cards face down. Have each learner turn over two cards. If they are a pair, he/she will keep them. If not, the cards will be put back in the same position. The learner with the most pairs wins.

Shake It

Cover an egg carton with contact paper. In the bottom of each egg section, paste in white circles. Print different numbers on each one. Place a wad of tightly rolled aluminum foil into the box. Have the learner shake the box and name the number into which the foil ball falls.

Toss Game

Use fruit packing crates which are available free of charge at most supermarkets. In each of the fruit sections write in a different number. Have the learners throw a foil ball and read the number into which the foil ball lands.

Identify and name classroom objects

Suggested language patterns:

What is this?
That's a pen.
What are these?
Those are pens.

Classroom Vocabulary

Group I

pen	desk	bell	garbage can
pencil	scissors	school	workbook
book	table	floor	
chalk	chair	crayon	
eraser	window	paste	
chalkboard	door	paper	

Group II

game	coat hook	clock
marker	record	paint
staples	flag	glue
paper clip	alphabet	wall
report card	paint brush	light
ruler	record player	chalk ledge

Group III

soap	Language Master	map
flashcard	ceiling	television
broom	bookcase	yardstick
colored pencil	headphone	sign
cabinet	permission slip	poster
bulletin board	sponge	letter

Picture Charade

Pick a classroom object to illustrate on the board. Draw it line by line, allowing the learners to guess what is being drawn after each new line is added. The first learner to guess correctly draws the next picture.

Place the Card

Form two teams and place a pile of cards before each team. Have a member from each team pick one flashcard, read it, and place it on the object whose name is on the card. Have each team member do the same. The first team to finish wins.

Bring It or Touch It

Introduce the various objects in the classroom. Call out the name of an object. The first learner to bring it back (or touch it) wins and calls the next object.

Go to the Head of the Class

Draw pictures of classroom objects on cards and make a game board to represent rows of desks. Have the learners who name the picture correctly move their markers down the row of desks. The first one to reach the head of the class wins.

Match-Up

Say the names of various objects and have the learners respond with a matching word to pair with it (paper - pencil, wall - floor, chalk - chalkboard).

Feely Box

Place various objects in a box. Have the learners feel the objects without looking and name what they are. Show the learners what is inside the box after everyone has had a turn.

Name and identify geometric figures

Suggested language patterns:

What's this?
That's a triangle.
(circle, square, rectangle)
Does it have sides?
(corners, curved lines)
Yes, it does.
It has three sides.

Geo-Shapes

Have the learners cut out different shapes and assemble them to depict objects such as a locomotive, a clown, a house.

Traffic Signs Game

Have the learners paint large reproductions of a stop sign, yield sign, traffic light, merging traffic sign, flashing yellow and red lights. Set up "streets" by moving desks to make lanes for traffic and have the learners spaced throughout holding up different signs. Have two learners pretend to drive their cars down the lanes, obeying the signs as they go along. Have them exchange their positions every few minutes.

Yarn Shapes

Have the learners fold a sheet of construction paper into four boxes and make a circle, square, rectangle, and triangle out of yarn in each square. Glue the shapes onto the boxes and cut out all four boxes. Have them close their eyes, feel the shapes, and guess what they are.

Salt Shapes

Have Styrofoam meat or fruit trays for each learner. Pour enough table salt into each tray so that they can "draw" shapes in the salt with their fingers. Color the salt by rubbing in colored chalk.

What Is It?

Hold a picture of a shape behind your back and have the learners ask questions. (How many sides does it have? It has four sides.) Do this until the shape is guessed. Have the learner who guesses correctly pick the next shape.

Draw a Shape

Give the learners directions to make a geometric shape but do not tell them what the final product will be. (Draw a circle. Draw two triangles on top of the circle. Draw a small circle in the big circle at the bottom. Draw two squares above the small circle.)

Shape Chart

Make a large shape chart. Have the learners write the appropriate number in each box.

	#sides	#corners	#equal sides	right angles

Name and identify members of the family

Suggested language patterns:
Who is she/he?
She's my mother.
How many brothers do you have?
I have two brothers.

Family Vocabulary

baby	aunt
boy	uncle
girl	cousin
children	grandmother
father	grandfather
mother	niece
man (men)	nephew
woman (women)	husband
brother	wife
sister	

My Family
Have the learners write the names of the members of their family including their grandparents, a favorite aunt, uncle and/or cousin. Then ask them to draw a symbol next to the names indicating a hobby or interest that the person has. Have each learner give one or two names on his list and explain what the symbol signifies.

Private Corner
Box off sections of the chalkboard and assign a box to each of the learners. Have them write in the name or draw a picture of a different member of their family every day. They may also add different facts and symbols representative of their families.

How Tall, How Old?

Have the learners make a chart with lines down the side for names and two columns across for the above information. Have them fill in the names and bring the chart home for the rest of the information. Later have them report to the class their findings using complete sentences.

Name	How Tall?	How Old?
1.		
2.		
3.		
4.		
5.		

Family Tree

Have the learners draw pictures of trees with bare branches. Have them place large leaves with pictures and names of the members of their family on the branches.

Identify important places within the community

Suggested language patterns:

What's this?

That's a drugstore.

Vocabulary

house (home)	supermarket
school	bakery
police station	drugstore
fire department	hospital
church	park
gas station	library
bank	post office
restaurant	theater
block	mile
north	east
south	west

Neighborhood Walk

Take the learners for a walk through the neighborhood, pointing out various buildings. Also arrange tours at places like the fire and police departments, library, etc.

3-D Map

Make a large neighborhood map and place it on a table. Have the learners make the various buildings using milk cartons, paper, and other scraps. Have the learners place them where they belong on the map.

Match the Name

Call out the proper names of community places. Have the learners name the type of building that it is (Walgreen's - a drugstore).

What Can I Get?

Hold up pictures of buildings. Have the learners name three items that they can purchase or get in that building. The items named can also be represented on the chalkboard with drawings.

Perform in sequence tasks or commands pertaining to classroom activities

Suggested language patterns:

1. Seated activities
2. Out of seat activities
3. Out of room activities

Seated Activities

Group A.

Take out a pencil (paper).
Read.
Number from one to 10.
Write your name and the date.
Open your book to page 24.
Do it right now.
Be quiet.
Pay attention.
Put away your books.
Work by yourself.

Group B.

Repeat that.
Skip a line.
Clean out your desks.
Write a sentence with each word.
Pick up the pencil.
Look at the card.
Look up the words.
Look out!
Look for your book.
Keep on doing it.
Leave out this word.

Out of Seat Activities

Group A.

Sit down.
Get in line.
Open the door.
Collect the books (papers).
Put on your coats.
Stand up.
Pass out the books (papers).
Come here.
Take off your coat.
Pick out a book.
Go to the board.
Hand me the eraser (paper, book).
Help him/her.

Group B.

Sweep the floor.
Clean out the pencil sharpener.
Get off the table.
Put on your coat.
Turn on (off) the lights.
Come right away.
Pick up the pencil.
Stand right here.
Hang up your coat.
Call up your mother.
Get up from the floor.
Wait for her.
Try on this sweater.
Water the plant(s).

Out of Room Activities

Go to the office.
Go wash your hands.
Go to room 207.
Give this to the secretary (teacher).
Go with him/her.

Get on the bus.
Go to your room.
Walk down the street.
Go upstairs (downstairs).

Simon Says
State an activity for the learners to do. Those who make a mistake are out. Do this until only a few learners are left. These are the winners. One of the winners can be Simon next.

Tasks in Sequence
Form two teams. Give the first learner a series of three tasks to perform. If he/she performs all three tasks in the given sequence, score one point for the team. Then give the learner on the next team three other tasks. The team with the most points wins.

Pantomime
Have the learners pantomime various Out of Seat Activities. Have the others guess what is being done.

Pass It On
Select two activities from the Seated Activities group and whisper them to a learner. That learner whispers to the next learner the two tasks in sequence. The last learner performs both activities as he/she repeats them orally.

Make classroom requests

Suggested language patterns:
May I go to the _____?
(bathroom, gym, library, office, lost and found)
May I borrow a_____?
(pencil, book, ruler, pen, eraser, crayon, sheet of paper)
May I_____?
(write on the board, drink some water, play with a game, get a book)
How do you_____?
(say_____, write_____, spell_____, do_____)
What did you say?
I said_____.

Play "Teacher"
Have one learner play the teacher. Have the other learners make requests with the "teacher" responding appropriately.

Jar Spin
Write key words (pencil, bathroom, play a game) on tongue depressors and place them in a jar. Spin the jar. The person to whom the jar points selects a tongue depressor and makes up an appropriate question.

How Many Can You Say?
Set an egg timer for one minute. Have each learner try to make as many requests as possible. Each request correctly stated is worth one point.

Mother May I?
Have the learners take turns being "Mother" using the language patterns above. (Mother, may I have a crayon? Yes, you may.)

Perform in response to direction words or phrases

Suggested language patterns:
Draw a line around the word.
Circle the word.
Underline the word.
Cross out the word.
Draw a line through the word.
Fill in the blank.
Put an x on the word.
Draw the picture.
Begin on the right (left) side.

Disappearing Words
Write two words on the board and orally give directions to individual learners. (Put an x on the d.) Have each learner go to the board and follow the directions. Keep the same word until it is obliterated by markings.

~~Stand~~ ⊗

Find It
Find interesting pictures in books or magazines. Ask the learners to point to a certain object at the top of the page, at the bottom, on the left, and on the right.

Move Fast
Assign each learner a number and then give a set of three instructions to the entire group. When you call an assigned number, have the learner follow the instructions that were given as quickly as possible.

Snuff Snoopy
Reproduce a picture of Snoopy (or any other cartoon character) on a ditto. Give the learners various instructions to mark on and around Snoopy.

Identify and recite in sequence the days of the week and give the complete date

Suggested language patterns:
What day is today?
Today is Tuesday.
What day was yesterday?
Yesterday was Friday.
What day will tomorrow be?
Tomorrow will be Sunday.
What's the date today?
Today is September 3, 1977.
(Be sure to emphasize ordinal pronunciation.)

Line Up
Give each learner a card with the name of a day on it. Have the learners line up in sequence.

Today Story
Write the Today Story on the board for the learners to copy. (Today is Monday. It is sunny.) Do the Today Story on a daily basis. Include a sentence about an activity which only occurs on those days. (Tuesday we go to gym.)

Calendar Quiz
Give each learner a ditto calendar of the current month. Ask on which weekdays various dates fall. (What day is June 4? June 4 is a Monday.)

Song
Sing the "Mulberry Bush" tune using the corresponding actions. (This is the way we wash our clothes, wash our clothes...so early Monday morning.)
Tuesday - dry
Wednesday - iron
Thursday - dry
Friday - wear
Saturday - shop for
Sunday - show off

What's the Date?
Make two circles with spinners. On one write the 12 months and on the other write the numbers from 1 to 31. Have each learner spin both spinners and call out the date (August 30).

Use personal pronouns correctly

Suggested language patterns:
Who is a girl?
She is a girl.
Who is Juan?
I am Juan.
Who are boys?
They are boys.

1-2-3 Point!
Have the learners arranged in the following groups: one girl, one boy, one chair, and a group of several learners. Call out the various personal pronouns (1-2-3 He!) Have the learners point to the correct person(s). Those who do not point correctly are out.

Tape the Tag
Make construction paper name tags with the following pronouns: I, you, he, she, it. Put masking tape on the end of each one and place them side by side on a table. Select five learners and give them ten seconds to pick a name tag and tape it on the appropriate person or object. Have the learner give a sentence with that pronoun.

Pronoun Lotto

Make a lotto card for each learner with nine squares on it. In the squares, print the following pronouns, varying the patterns from card to card: I, he, she, it, they. Place pictures or write the corresponding noun names on circle chips. Put these face down in the center of the table. Have each learner take one and, if it applies, put it over the corresponding square. If it does not apply, have him/her put it back into the pile. The first one to fill the card is the winner. Use the following to represent the pronouns: I - 30 smiling faces; he - 10 boys, 10 men, and 10 men's names; she - 10 girls, 10 women, and 10 women's names; it - 30 classroom objects; they - 30 groups of people, animals, flowers, and objects.

PRONOUNS		
it	she	it
he	I	he
they	she	they

He, She, You!

Have the learners seated in a circle. As in "Duck, Duck, Goose," have one learner tap the others on their heads saying "he," "she," or "you" for the Goose. Have both learners run around the circle one time. If the "Goose" cannot tag the first learner, he/she will come "It."

Use personal pronouns with have or has to identify the primary parts of the human body

Suggested language patterns:
How many hands do you have?
I have two hands.
How many legs does she have?
She has two legs.
What's this?
That's my head.

Vocabulary

Group I

head	neck	legs
hair	shoulders	feet
eye	arms	toes
ear	chest	teeth
nose	hands	lips
mouth	fingers	face

Group II

eyebrows	eyelashes	chin
tongue	cheeks	forehead
elbows	knees	wrists
knuckles	thumbs	ankles
stomach	waist	hips
thighs	calves	back

Poem

"I touch my hair, my ears, my eyes.
I sit up straight, and then I rise.
I touch my nose, my mouth, my chin,
And quietly sit down again."

Body Drawing
Have each learner lie down on pieces of butcher paper and have his/her partner trace his/her body. Have the learners cut out and color the replicas of their bodies. Display these in the room. Have the parts labeled, measured, etc.

Mr. Potato
Use a potato, toothpicks, construction paper, and felt scraps to make a Mr./Mrs. Potato person. When finished, have each learner name the parts of the body.

Pin the Tail
Make several large drawings with removable body parts. Have the learners pin the body parts where they belong. (Pin the ear on the bear.) Use a human body, donkey, etc. To make it humorous, blindfold the learner before he/she attempts to put a part on the picture.

Use the with Dolch nouns

Suggested language patterns:
What's this?
That's the boy.

Vocabulary
People, Body, and Clothing

baby	man	eye	head	dress
boy	men	face	leg	hat
children	mother	feet	nose	ring

father	back	hair	cap	shoe
girl	ear	hand	coat	watch

Animal and Nature

bear	duck	pony	flower	stick
bird	elephant	puppy	garden	sun
cat	fish	rabbit	grass	tail
chicken	horse	sheep	hill	tree
cow	kitten	squirrel	nest	water
dog	pig	fire	snow	wood

Toys, Food, and School

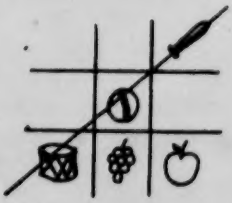
ball	bread	milk	letter
doll	cake	bell	party
toys	corn	birthday	paper
apple	eggs	money	school

Furniture, Building, and Vehicle

basket	barn	window	road
bed	door	airplane	street
chair	farm	boat	train
picture	house	bus	wagon
table	store	car	

Tic-Tac-Toe

Have two learners play on the board or on paper. Have each learner select a category and then play Tic-Tac-Toe by putting the appropriate words (or pictures) in the boxes.



Juan - Food
Carlos - Toys

Rebus Game
Have the learners write sentences on the board drawing in a rebus for a food or classroom item. (This is the .) Have the other learners read the complete sentence.

Send Away Game
Place eight food items or pictures of these objects on the table. Have the learners cover their eyes and then take away one object. The learner who guesses correctly which object is missing takes away the next object.

Category Lotto
Have the learners fold lined paper so that there are three columns. Have them write a category name at the top of each column and fill in the appropriate words under each category.

Make contractions with personal pronouns and the verb to be

Suggested language patterns.
Who is he?
He's a person.
Who are you?
I'm a person.

Do It Fast
Give the learner a pronoun and the verb to be. Have them immediately respond with the contracted form.

Concentration

Make a concentration game with the verb to be and the corresponding personal pronouns. Make 20 cards of ten pairs. Turn all of the cards face down. Have each learner turn over two at a time. If they are a pair, the learner keeps them (I'm - I am, you are - you're, he is - he's, she is - she's, it is - it's, we are - we're, they are - they're). The learner with the most pairs wins.

Catch a Contraction

Write out the various contractions on half of a 3x5 index card. Attach a paper clip to each and place them face down on the floor or table. Make a fishing pole from a yardstick with a string and magnet and have the learners fish for the contractions. Upon "catching" a contraction, have them read it and repeat it in the long form.

Who's with Dinah?

Sing "Someone's in the Kitchen with Dinah." Then change "someone's" to the various pronouns. (We're in the kitchen with Dinah,...)

Use all personal pronouns with to be and occupations vocabulary in a sentence

Suggested language patterns:

What is she?

She's a nurse.

Vocabulary

Community	Community Business
teacher	grocer
principal	butcher
police officer	baker
fire fighter	pharmacist
mail carrier	tailor
librarian	jeweler
bus driver	waiter/waitress
doctor	milkman
nurse	florist
dentist	printer
veterinarian	cook

Tradesman	Other	
carpenter	farmer	musician
plumber	cowboy	clerk
painter	astronaut	pilot
electrician	lawyer	
bricklayer	secretary	
mechanic	sailor	
repairman	soldier	
janitor	dancer	
gardener	ball player	

Last Night I Had A Dream

Have a learner select an occupation card and describe who he/she was in his/her dream. (Last night I dreamed I was fixing cars. Who was I? A Mechanic.)

Mural

Have the learners paint on butcher paper all of the people who would be working on the street, building a house, etc.

Hats, Hats

Bring hats representing the various occupations (fireman, policeman, nurse). Have a learner wear one and pantomime the actions of that person at work. Have the other learners guess who it is. The one who guesses is next.

Puppets

Have the learners imitate various professions with puppets (made from socks or bags). Have them team up and role play.

Use Dolch nouns in a simple sentence using is or are with a color adjective

Suggested language patterns:
What color is the book?
The book is yellow.
What color are the pencils?
The pencils are red.

Sentence Scrabble

Make word flashcards on ditto masters with: the, is, are, various colors, Dolch nouns, periods. Give each learner a set and have them cut out the cards. Put the flashcards on the desk and have the learners form a sentence. The set of flashcards can be increased with new words as they are learned.

Color Shuffle
Divide a large poster board in half. On one side draw some singular and plural nouns. On the other side draw colored circles. Have the learners slide one marker down each side and then give a sentence orally. (The book is blue.)

Ping Pong Plonk
Label one container is and the other are. On ping pong balls tape small pictures of animals. Give each learner one minute to throw all balls into the appropriate containers. Ask him/her to give a sentence using is or are and a color adjective describing the animals in the containers.

Pop-Ups
Make large flashcards with either is or are on them. Make two holes and fasten yarn so that the learners can wear them around their necks. Give an article and noun, pausing for the verb. During this time have the learners pop up quickly with the appropriate verb before you finish saying the color adjective at the end. (The book ___ yellow.)

Name and identify food vocabulary

Suggested language patterns:
What is this?
That's a pear.
What are these?
Those are plums.

Vocabulary

Fruits

banana	papaya	strawberries
apple	watermelon	mango
orange	cantaloupe	nectarine
grapefruit	pear	cherry
grapes	peach	plum

Vegetables

beans	mushrooms	celery
peas	beets	cucumber
potatoes	cauliflower	green pepper
tomatoes	broccoli	onions
corn	radishes	carrots
lettuce		

Dairy Products

milk	ice cream	sour cream
egg	pudding	butter
cheese	yogurt	cream

Meats		Poultry
steak	roast	chicken
ham	lamb chops	duck
sausage	veal	turkey
hamburger	ribs	goose
hot dog	bacon	
pork chops		

Seafood

fish	oyster	scallop
shrimp	clam	sardine
crab	snail	salmon
lobster	tuna	perch

Grains

bread	cake	flour
cereal	doughnuts	rolls
buns	pie	oatmeal

Condiments

salt	mayonnaise
pepper	hot sauce
sugar	salad dressing
ketchup	mustard

Prepared Foods

soup	spaghetti	jelly (jam)
jello	macaroni	
pickles	rice	
olives	peanut butter	

Snacks

candy	chips	fries
gum	popcorn	pop
sandwich	peanuts	popsicle

Clay Fruit

Have the learners make different fruits and vegetables from clay and paint them the appropriate colors. Have the learners describe their creations. (It's a pear.)

Baking

Bake a cake or brownies using an electric frying pan and have the learners name the different ingredients as they mix them together.

Picnic

Plan a picnic in the room or outdoors and discuss the preparation and types of foods used.

Store Fronts

Put an awning on a bulletin board and label the "stores" as the Butcher Shop, Bakery, and Supermarket. Have the learners paint pictures of the various foods, cut them out, and place them in the appropriate store.

Restaurant

Have the learners pretend that they are at a restaurant. Hand out prepared menus. Have a group of learners role play the parts of customers, waiters, and waitresses using a prepared dialogue.

Grocery Store

Bring in empty food containers. Have the learners name the items and answer questions. (Does your mother buy milk? Yes, she does.) Later use these props to play "store."

Use this, that, these, those appropriately in a complete sentence

Suggested language patterns:

What is this?
That's a book.
What is that?
That's a desk.
What are these?
Those are books.
What are those?
Those are desks.

Tell Me What

Place food items or classroom vocabulary cards in different parts of the room. Point to the items and ask the learners to tell what the items are. (What's that? That is a book.)

Fruit Basket

Make a large fruit basket out of tagboard. Label the top with either this/these or that/those. Cut two slits, one above the other, in the middle of the basket (so that a slip of construction paper can pass through). On the construction paper illustrate different food items. Have the learners pass the slip of paper through the slits and use the appropriate demonstrative with each picture as it comes up between the slits.

Shape Roll Call

Have the learners sit around a table with a partner across from them. Give a different colored paper to each learner. Have them cut out different shapes and place the shapes in a pile. Call out a shape which the learners must take out and place in front of themselves. Have each partner give a whole sentence about his/her and his/her partner's shapes. (This is a red circle. That is a blue circle.)

Toss This

Place pictures of one or more objects in each slot of a fruit carton. Have the learners throw a foil ball into the slots. Depending on where the ball lands, the learner will make a complete sentence using this is or these are.

Name and identify animal vocabulary

Suggested language patterns:

What's this?
That's a giraffe.
What has a long neck?
A giraffe has a long neck.

Vocabulary

Farm Animals

pig	horse
sheep	goat
hen	frog
duck	cow
dog	goose
cat	sheep
rooster	

Wild Animals

seal	bear	giraffe
walrus	wolf	hippopotamus
rhinoceros	moose	camel
leopard	porcupine	buffalo
lion	monkey	rabbit
tiger	fox	beaver
raccoon	opossum	elephant
		squirrel

Birds

bat	robin	bird	penguin
ostrich	sparrow	pigeon	canary
owl	peacock	stork	
parrot	parakeet	woodpecker	
eagle	crow	seagull	

Water Animals

snail	dolphin	crab
turtle	whale	oyster
octopus	shark	lobster
fish	eel	shrimp

Snake-like Animals

lizard	crocodile
snake	alligator
worm	

Insects

ant	bee	dragonfly
spider	mosquito	centipede
fly	caterpillar	moth
butterfly	beetle	cricket
ladybug	grasshopper	firefly

Classification

Tell the learners the different classifications into which they are to divide animal flashcards. Pick one learner for each category and set a time limit. The learner who groups the most animals correctly for his/her group wins.

Barnyard

Make the various animals in a barnyard out of construction paper and stand them up with tape. Construct a fence around the barnyard.

Animal Roulette

Make a wheel and spinner with animals all around it. Have the learner spin the wheel and name the animal indicated. Each animal is worth so many chips. The learner with the most chips wins.

What Has Horns?

Give the learners the name of an animal which they must "construct" on the chalkboard by using the different animal parts. Use: mane, trunk, tail, fur, beak, snout, hooves, horns, feathers, flippers, fins, spots, stripes, paws, claws, pouch, gills, spine, shell.

Safari

Make a large jungle scene. Cut slits into it at various places. Make construction paper cut outs of all the animals to be used and attach them to tongue depressors. Ask what kinds of animals live in a jungle. Slip the animals named through one of the slits.

Use possessive forms (my, your, his, her, its, our, their) in a complete sentence

Suggested language patterns:

Whose book is that?
That's my book.
Whose room is this?
This is our room.

Whose Is It?
Collect various objects from the learners. Hold up one item at a time and have the learners guess whose it is. (That's her coat.)

Who Remembers?
Have each learner give the name of a brother or sister which the teacher records. (I have a brother named Tomás.) Then ask who the different siblings are. (Whose brother is named Tomás?) Have the learners respond appropriately.

Take the Chip
Give each learner ten chips. On a large poster board draw a circle, divide it into wedges with one possessive in each section, and attach a spinner in the center. Have the learner spin the spinner. If it stops at my, he/she must give one chip to someone, if it stops at his, he/she must take a chip from a boy, etc.

Whose Last Name
Put all of the learners names on small cards and mix them in a box. Pull out one and ask the learners whose last name it is. Have the learners name the correct person. (It's her last name.)

Name and identify clothing vocabulary

Suggested language patterns:
What's this?
That's a hat.
What are these?
Those are shoes.
I need a skirt.
I don't need a dress.

Vocabulary

Group I

t-shirt	blouse	sweater
pants	coat	shirt
hat	skirt	gym shoes
jacket	dress	boots
cap	suit	shoe

Group II

vest	belt	ring	watch
collar	underwear	snaps	
cuff	tie	hood	
button	scarf	nylons	
zipper	earmuffs	slippers	

Clothing Store
Assemble various articles of clothing and name each. Make up a clothing store dialogue. (What are you doing? I am putting on a dress. What size do you need?)

Suitcase
Decide where the trip to be taken will be and what clothes are necessary. Bring a suitcase to class and, using clothing brought to school by the learners, have them pretend they are packing for a trip.

What Are You?
Have a learner pretend to be an article of clothing and describe itself. (It's winter, and you are wearing me on your head. What am I?) Have the others guess what it is. The winner does the next description.

Clothesline
Have the learners cut out articles of clothing from construction paper and hang them on a clothesline or piece of yarn describing what they are doing. (I am hanging up my shirt.)

Conjugate verbs correctly in the present tense

Suggested language patterns:
What does he do?
He walks to school.

Vocabulary

go	run	write	look/see	stand
walk	eat	talk/say	fly	
ride	read	make	drive	
play	come	take	sit	

Photo Fun
Take photographs of individuals and groups of learners performing the above actions. Place these on a bulletin board and write appropriate sentences on sentence strips beneath the photographs.

"Little Sally Saucer"

Replace "cry" with different action verbs (swim, fly, smile, jump, skip).

"Little Sally Saucer
Swimming in the water,
Swim, Sally, swim,
Swim, Sally, swim,
Turn to the east,
Turn to the west
Turn to the one,
That you like best."

Reading Tablecloth

Place an oil cloth or piece of butcher paper on a table and box off sections. In each box have the learners illustrate themselves or someone else doing one of the above actions and write a complete sentence about what is happening. (You run. I eat.)

Caper Cards

Illustrate or cut out pictures of the learners doing the above actions and paste them on the top part of 4x6 cards. Write fill-ins or substitution drills on the card. Laminate or cover them with clear contact so that they may be reused. Have the learners fill in the correctly conjugated verb.

run

I ___.

He ___.

Jose ___.

"Busy, Busy"
From the Small Player (Bowmar) album, adapt the song to use different pronouns (I step, step, step ... You, He, We, She).

Use the verb to be in a statement and a question

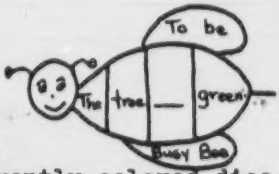
Suggested language patterns:
Is the chair green?
The chair is green.
Are the boys learners?
The boys are learners.

Fill the Spaces
Write simple sentences and questions with is and are on sentence strips. Cut the strips into word cards. Place the cards in a pocket chart, leaving out the is and are cards. Have the learners place the is and are cards appropriately.

Snowballs in Order
On construction paper snowballs, print various food and classroom object words. Include snowballs for periods, question marks, color modifiers, and Is and Are. Punch holes in the snowballs and hang them in sequence on a poster board with fastener hooks. The learners will remove the snowball with is or are, place it at the beginning, move all the snowballs down, change the punctuation, and read the question formed.

Busy Bee

Draw a large bee on tagboard with four sections for stripes and laminate it or depict the bee on the chalkboard. Give the learners sentence fill-ins where they must put in the correct form of the verb to be.



Sentence Throw

Use four differently colored dice. On one, print The and They all around it. On another, print is and are. On the third one, print chair, chairs, boys, girl, book, pencils. On the last one, write good, yellow, big, little, green, nice. Have the learner throw the four dice and arrange them in a question or statement. (The boys are good. Are the boys good?)

Add "s" or "es" to make plurals

Suggested language patterns:

What do I have?
You have one apple.
What do I have?
You have two apples.

"s" - apple, book, pencil, desk, eraser
"es" - box, watch, sandwich, quiz, dish

More Than One

Put drawings of the above objects on a ditto. Have the learners write a number two before each one and add either an "s" or "es" after each one.

How Many Are There?

Put various food cards in a pile. Have the learners roll a die and then take a card. Have the learners use that number, have, and a food card to make a complete sentence. (I have six apples.)

Sneaky Snake

Make a stocking puppet of Sneaky Snake. Have one learner use the puppet to pick up pictures of plural objects and speak to the others. (Do you have ssssomething for me? I like pencilssss.) The other learners try to take away all the pictures that are plural before Sneaky Snake can reach them.

Dice Roll

Write "s" or "es" until all the sides of a cube are filled. Pass out picture cards to all of the learners. Have one roll the die and throw in the card that can be made plural with the letter on the side that rolled up. The first one to discard all their pictures wins.

Flip the Card
Bind together 20 3x5 index cards with a metal ring at the top center. Write the name of a singular noun on the front. At the bottom write "s" and "es." Have the learners pick one and then flip the card. The plural form of the word is written on the back.

Use to be able (can) with the infinitive verb

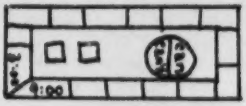
Suggested language patterns:
Where can you run?
I can run in the playground.
What can you do?
I can write my name.

What Can the Animals Say?
Display the animal vocabulary cards. Ask the learners which animals can make the various sounds (Can a cow say moo?)

Baseball
Form two teams. Designate three bases and home plate. Have each learner give a complete and true sentence with can (I can read my book.) If the learner is correct he/she will go to first base. An incorrect response is an out.

Classroom
Make a board game as illustrated below. Have the learners travel around the board with markers, starting at the 9:00 a.m. square and finishing at the 3:00 p.m. square. In one

corner of the board have a circle with a spinner. Print "can" on one half and "can't" on the other. Have a stack of cards with the classroom vocabulary items drawn on them. Have the learners spin the spinner, select a card, and recite a complete statement. (For example, if the learner spins "can" and draws a picture of a pencil he/she would say, "I can write with a pencil.")



Anything You Can Do

Have the learners sing the song and do the gestures where they are appropriate.

"Anything you can do, I can do better.
No, you can't.
Yes, I can.
No, you can't.
Yes, I can, yes I can, yes I can!"

(I can sing louder, much louder than you.
I can run faster, much faster than you.)

Use can't or cannot with the infinitive verb

Suggested language patterns:

Can he jump?
No, he can't.
Can you sing?
No, I cannot.

Nonsense Questions

Ask the learners nonsense questions which they answer with can't or cannot. (Can an elephant fly? Can you sleep standing up?)

You Can't Erase It

Draw a large circle on the board and write a variety of words (or draw pictures) in the circle. Tell the learners which groups cannot be erased. (You can't erase anything that is a fruit.) Have the learner repeat what they can or cannot erase.

Tin Can't

Open one end of a large tin can and empty its contents. Leave another can unopened and full. Give the learners tongue depressors (or chips) and ask them questions requiring can or can't in the answer. Upon answering correctly, have the learners place their tongue depressor in the can (opened) can or the can't (unopened) can. The first one to place all the tongue depressors wins.

Me Wheel

Give each learner a large (at least 14") construction paper circle which must be folded in half three times in order to make eight sections. While folded, punch a hole at the top and the bottom of the circle so that, when opened, there will be 16 holes. In the center of the circle, have the learners draw their own face. In each section, have them draw (or write) pictures of four things they are able to do (play, jump, read) and four things they are not able to do (drive a car, fly). Next, give each learner eight pieces of yarn, four of one color and four of another. Have them knot all the ends and

lace them so that they hang loosely in front of the circle. One color will represent <u>can</u> and the other will represent <u>can't</u>. Have the learners lace the <u>can</u> yarn through the holes of the things they can do and the <u>can't</u> yarn through the holes of things they cannot do. When everyone has completed their wheel, have them tell, in complete sentences, all of the things they can and cannot do.

Match up the cardinal numbers 1-20 with their ordinal equivalents

<u>Suggested language patterns:</u>
Which one is this?
That's the <u>first</u> one.
Which one are you?
I'm the <u>second</u> one.
Which one is <u>third</u>?
That one is <u>third</u>.

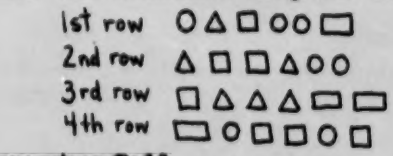
<u>Number Space</u>
Put a foil ball into an egg carton and close the lid. Have the learners shake the box and then open it. Have the learner tell into which space the ball lands (first, second).

Number Caps

Have the learners make caps with the ordinal numbers on them. Have them put on the caps and arrange themselves in order.

Find Your Place

Cut out several 12" circles, squares, rectangles, and triangles. Place them in rows on the floor and give varied instructions. (Go to the second triangle in the third row.) Have the learners step on the correct shape.



Bouncing Ball

Have one learner bounce a ball while the other learners count. Ask them to tell on which number the ball stops bouncing. (It stopped on the third bounce.)

Name and identify toy vocabulary

Suggested language patterns:

What is that?
That's Peter's ball.
What are those?
Those are Mary's dolls.
Whose is that?
That's Margaret's jump rope.
Whose are those?
Those are Tom's marbles.

Vocabulary

bat	yo-yo	puppet
ball	top	jump rope
doll	scooter	jacks
dollhouse	game	cards
truck	balloon	roller skates
car	sled	ice skates
marbles	checkers	toys

Show and Tell

Have the learners bring their favorite toys to school. Have each learner show and discuss his/her toy. Allow time for playing with the toys.

Santa's Village

Tell the learners that they are elves and must help Santa make toys. Have them use scraps of felt, foil, buttons, yarn, etc. to make toys and display them on the bulletin board. Have them describe the toys they have made.

Which Toy?

Play a clue game with the toys. Select a toy and think of two clues to describe it. Add a third clue which has a rhyme or the same initial consonant as the toy. Have the learners guess what it is while using the least amount of clues. Give three points for guessing with one clue, two points with two clues, and one point with three clues.

Toy Chest
Have the learners fold a piece of brown 12x18 construction paper into three sections. Paste two sides of the bottom third to the middle third to form a pocket. Fold the top third over and label it as the Toy Chest. Have them make or cut out pictures of their favorite toys to put in their toy chests. Have them tell the rest of the learners about the toys.

Use to be with the present progressive

Suggested language patterns:
What are you doing?
I am reading.

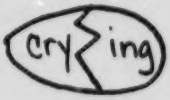
Do It
Whisper a clothing related action verb to one of the learners who must perform that action (buttoning, zipping, tying). Ask the other learners what he/she is doing. The learner who guesses first does the next action.

"Brother John"
Sing verses changing the verb. "Are you sleeping, are you sleeping ..." (swimming, crying, laughing). Have the learners act out the verbs as they are singing.

Mirror, Mirror
Have two learners face each other. Have one do an action and the other imitate him/her simultaneously. Have the one learner say what he/she is doing while the other learner repeats it. (I am bending.)

Broken Eggs

Have the learners cut out eggs from tagboard or construction paper. Have them write clothing related present progressive verbs on the egg (sewing, wearing, ironing, washing) and cut them in half between the infinitive and the "-ing." Then mix them up and have the learners arrange the puzzles.



Let's Go Fishing

On small paper fish draw various clothing items. Punch holes in the fish and slip a paper clip through them. Make a rod by using a ruler or yardstick and string with a magnet attached to the end. Have the learners tell what the fish is wearing.

Use sports vocabulary with the verb to be

Suggested language patterns:
What game (sport) are they playing?
They're playing baseball.

Vocabulary

baseball	tennis	soccer
basketball	boxing	player
football	wrestling	coach
racquet ball	ice skating	referee
racing	skiing	umpire
swimming	hockey	

Base Hit!
Form two teams. Show the first team member a picture of a word on the sports vocabulary list. If the learner identifies the picture correctly, he/she proceeds to "first base" (somewhere in the room). A run is scored when four learners of the same team respond correctly.

Sport Sort
Make a series of flashcards with pictures of different sports activities. Have the learners group them together by their respective sport.

Quiz Wiz
Give the learners verbal clues about a particular sport. Have the learners guess which sport it is. Give the winner a picture of the sport.

Sports Shorts
Show the learners pictures of athletes in their uniforms. Have the learners give reasons why the uniform is practical and desirable for playing that particular sport.

Use like, want, and give with the infinitive

Suggested language patterns:
What do you like to do?
I like to go to the park.
What do you want to do?
I want to go to school.
What do you want?
I want a sandwich.
Please give me a sandwich.

I Like To

Pass out animal vocabulary pictures. Have the learners describe what the animal likes to do. (I'm a bird, and I like to eat worms.)

In the Restaurant

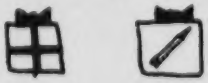
Have the learners role play customers ordering food in a restaurant. Get copies of menus from neighborhood restaurants. Initiate dialogues. (What do you want to eat? I want to eat a hamburger. Please give me a hamburger.)

I Like Mobile

Have the learners name different things that they like or like to do and illustrate these objects. Have the learners cut these out and hang them from yarn on hangers and tongue depressors.

Classroom Gifts

On tagboard make 3x3 cards to look like gift packages on one side. On the other side, draw what is the inside of the "gift." Cut out or draw objects in the room which can easily be picked up. Have the learners select gifts and make requests. (Please give me a pencil.) Then have the learners find the items and give them to each other.



Use do not and don't with like and want and the infinitive verb

Suggested language patterns:
Do you want to play?
No, I don't want to play.
Do you like to run?
No, I don't like to run.
Please don't yell.

Taste and Tell
Have the learners close their eyes and put a substance on their tongues. Use sugar, salt, vinegar, oil, pop, syrup, black coffee, water, flour, cinnamon, pepper, garlic, cloves, or chocolate. Have the learners respond as to whether they do or do not like the taste.

If I Were King (Queen)
Place a King's (Queen's) crown on a learner's head. Have the "subjects" (other learners) make suggestions or requests of the king (queen who will answer as he/she pleases. (No, I don't want to go to the park. Yes, I want to go to the park.)

Nonsense
Make up a series of nonsense and sensical questions to ask of the learners in round robin fashion. (Do you give a baby beer? Do you like to cry? Do you want to be sick?)

School Don'ts

Make two cubes, one with "don't" and one with "want" or "like" written all over them. Have the learners roll the dice and give a complete sentence about something that is done in school. (I don't like to do math.)

Use emotion and senses verbs correctly

Suggested language patterns:

How do you feel?
I feel happy.
Can you hear it?
Yes, I can.
Do you hug a Teddy Bear?
Yes, I do.

Vocabulary

touch/feel	frown	fight
smell	laugh	yell
taste	cry	scream
hear	kiss	love
smile	hug	hate

Good Sense

Have the learners cut out replicas of a hand, eye, nose, ear, and mouth from 9x12 construction paper. On these, have them draw five things which they can touch, see, smell, hear, and taste.

Mr. Feely Face

Have the learners make faces from tagboard with removable eyes and mouths. Have the learners describe if Mr./Ms. Feely is happy, sad, mad, sleepy. (Does he feel happy?)

Guess What?

Have the learners guess what various objects, sounds, tastes, and smells are by allowing them to use only their hands, ears, noses, or mouths. Use: sound - drum beating, water running; smell - perfume, vinegar; taste - salt, sugar; touch - sandpaper, velvet.

Tell whether two words given orally rhyme

Suggested language patterns:

Do these words rhyme?

box-fox

Yes, they do.

No, they don't.

Name Rhyming

Pair up a rhyming word with each learner's name. Then call on each learner to repeat his/her rhyme name (Hector - collector).

Word Hospital

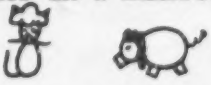
Draw a building on the board to represent a hospital. Use a common rhyme ending to be the name of the hospital (-ill, -ail, -ate). Have the learners fill the hospital with rhyming word beds.

Hink - Pink

Give the learners a description of a "hink-pink" which is two one-syllable rhyming words written together. (My hink-pink is a brightly colored piece of furniture on which you sleep-red/bed.) A hinky-pinky would be two two-syllable rhyming words (sandy/candy).

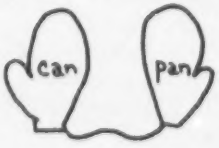
Rhyme Time

Have the learners think of rhyming pairs and illustrate them together in a humorous fashion. (cat/hat, pig/wig)



Kittens' Mittens

Have the learners make several pairs of mittens from construction paper. On each pair of mittens, have them either illustrate or write rhyming words. Have the learners connect the rhyming mittens with yarn.



Identify and recite in sequence the months of the year

Suggested language patterns:
What is the first month of the year?
The first month of the year is January.
What month are we in now?
We are in September.
What month is next?
October is next.

Holidays

Make up props, costumes, or hats to represent the monthly holidays. Name the holidays that they represent and show the prop, hat, or costume. Later, hold up the prop and have the learners name the holiday.

January - New Year's, Martin Luther King Day, Benito Juarez' Birthday
February - St. Valentine's Day, Washington's and Lincoln's Birthdays, Mexican Flag Day
March - St. Patrick's Day, Greek Independence Day
April - April Fool's Day, Easter, Passover
May - Memorial Day, Mother's Day, Cinco de Mayo, Dragon Boat Festival
June - Flag Day, Father's Day
July - Fourth of July
August - The Assumption, Moon Festival
September - Labor Day, Mexican Independence Day

October - Halloween, Columbus Day, "Ohi" Day

November - Thanksgiving Day, Discovery of Puerto Rico

December - Christmas, Chanukah

Month Line

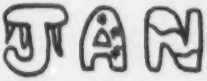
Have the learners line up in sequence according to the months of their birthdays.

Which Month?

Form two teams and give each learner a ditto with all of the months on it in composite calendar form. Ask them questions about the dates of the month. (When is the 18th on a Sunday? In September.) Each correct response earns a point for the team. The team with the most points wins.

Letter Months

Give the learners stencils so that they can trace the letters for the names of the months. Have them cut out the letters and mount them on tagboard or a large sheet of construction paper. Have them decorate each group of letters with something representative of the month.



Time Words

Read a short narration aloud. Each time a "time" word (session, day, hour, year, date, month) is mentioned, have the learners call out, "Time!" Have one learner tell which "time" word was just read.

Identify and recite in sequence the seasons of the year

Suggested language patterns:
In what season does snow fall?
Snow falls in winter.

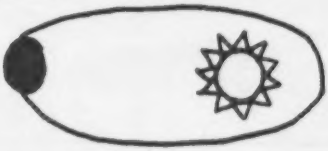
Human Trees
Have the learners imitate each of the four seasons. Tell them to pretend that they are trees and explain some basic changes a tree goes through in each season. For winter have them stand in a drooping position as if asleep. For spring, have them uncurl partially as if coming to life. For summer, have them stand straight with their arms outstretched as if in full bloom. For fall, have them bend over as if going back to sleep.

Which Month Is It?
Have pictures of season-oriented items (clothing, holidays). Hold up the pictures and have the learners tell in which season this is common.

Weather Man
Have one learner be the weather man and predict the weather using a map or chart and weather symbols. The other learners tell what kind of clothing they use in that kind of weather.

Weather Orbit

Cut out a sun from felt or construction paper and back it with sandpaper. Place it in the center of a felt board. Place yarn around the sun to represent the orbit of the earth which causes seasonal changes. Make a felt or paper replica of earth to be placed in orbit. Call out the season names and have the learners place the earth in its appropriate position.



Weather Wheel

Divide a tagboard circle into eight sections. Label and depict each of the sections with the following weather conditions: hot, cold, warm, windy, sunny, snowy, cloudy, and rainy. Fasten two cardboard arrows in the center of the circle. Have the learners point the arrows to the various sections and describe the conditions.

Make a simple sentence with to be negative by adding "not"

Suggested language patterns:

Is the book blue?
No, the book is not blue.
Are the pencils here?
No, the pencils are not here.

Sentence Strips

Write out complete sentences using not on sentence strips. Cut the strips into individual cards. Mix up the cards and have the learners put them in order, first without not and then with not.

Sentence Throw

Write all over five differently colored dice the following:

first die - The or They
second die - is or are
third die - book, ball, pencil, books, balls, pencils
fourth die - not
fifth die - yellow, green, blue, red orange, black

Have the learner throw all five dice and arrange them in proper sentence order. (The chairs are not red. They are not red chairs.) Score a point for each correct sentence. If a correct sentence cannot be made, pass the dice to the next learner.

Untrue Things

Show pictures of impossible occurences. (Someone injured cannot run or play.) Have the learners name them in sentences using not.

Who Are You?

Ask the learners about relationships with others. (Is your brother a mechanic? No, he is not a mechanic.)

Answer questions using do not, don't, does not, doesn't, did or didn't

Suggested language patterns:
Does the rabbit read?
No, it doesn't.
Do the rabbits read?
No, they don't.
Does she like meat?
No, she doesn't.

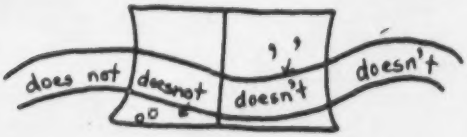
Don't Do That!
Write action verbs on flashcards. Have each learner take one and do the action written on the card. Have the other learners tell that learner to stop doing it. (Don't run in school.)

Simon Says
Play Simon Says using "don't" occasionally to catch the learners off guard. The winner becomes Simon.

Nonsense Questions
Show the learners an animal's picture and ask them nonsense questions which require didn't in the answer. (Did the elephant have wings? No, it didn't.)

Reducing Machine

Draw a reducing machine on the chalkboard. The machine will show how contractions are made by dropping a letter and adding an apostrophe. Have the learners review all the contractions with which they are familiar.



Use self-oriented verbs correctly

Suggested language patterns:
Can you eat?
Yes, I can eat.

Personal	
eat	wake up
drink	cough
sleep	sneeze
wash	comb

School	
sharpen	listen
color	fold
draw	study
put	pick
paste	erase
explain	paint
cut	think

Sports	Miscellaneous	
jump	open	hold
dance	close	push
sing	find	pull
swim	give	clean
climb	take	rub
hop	ask	wait
throw	punish	
follow	buy	
lead	borrow	
stop	lend	

"Skip to My Lou"
Sing the song changing skip to the various self oriented verbs. Have the learners do the actions as they are singing.

Finger Puppets
Have the learners make five-inch figures of people with two holes cut in the center for fingers to protrude as arms. Have them pantomime various self oriented verbs.

Do It Fast
Give various actions for the learners to do as quickly as possible. Those who cannot keep up are out.

Verb Relay

Form two teams. Have one learner pantomime a verb. Give the teammates ten seconds to guess the verb. Score one point for each correct answer.

Identify and pronounce the initial consonant sounds

Suggested language patterns:
What sound does this begin with?
It begins with b.

Vocabulary

book, bean	nose, nest
car, candy	pig, pear
dog, duck	queen, quill*
face, farm	ring, relish
girl, gum	sun, salt
hat, ham	toy, tomato
jello, jet*	vase, vegetable
kite, kitten	water, wagon
leg, lettuce	yellow, yogurt
man, milk	zipper, zebra*

*These initial consonant sounds are not found in Spanish. This may or may not apply to other native languages.

Puzzle Letters

Make up large lower case letters on ditto sheets which can be cut into jigsaw puzzles. Have the learners cut out pictures or draw pictures of words that begin with the sound of the letter and paste them on it. Have the learners cut the letters into pieces to make a jigsaw puzzle for each letter.

Listen and Do

Have the learners touch their nose whenever a word is said that begins like nose, clap their hands when a word begins like hands, snap their fingers when a word begins like fingers.

Dice Roll

Paint or print the consonants on wooden cubes. Have the learners throw a cube, say the consonant sound, and give a word that begins with that sound.

Partners

Say one of the initial consonant vocabulary words aloud. Each learner must say a body part which begins with the same sound (toy - toe).

What's in the Zoo?

Have the learners name foods which begin with the same consonant. (What's in the zoo that begins with C?) Have them name as many different items as they can. Repeat the activity using another letter. Vary the game by using the other themes such as classroom, clothing store.

Use adjectives and the verb to be

Suggested language patterns:

How are you?

I'm scared.

Vocabulary

happy	funny
sad	sleepy (tired)
scared	hungry
mad	thirsty
silly	worried

"If You're Happy and You Know It"

Sing the song changing happy to other adjectives. Have the learners imitate the adjectives indicated. (If you're mad and you know it, make a fist.)

Clay Faces

Have the learners make faces of clay for each of the different adjectives. Have them describe the facial differences.

Fill in the Blank

Make short statements describing the situations which would cause one of the above states. (Yesterday I went to bed so late that I am_____.)

Balloon Faces

Have the learners blow up balloons and use magic markers to make faces representing the various adjectives. Pull the base of the balloon through a piece of tagboard so that the balloon will stand and label the balloon with the appropriate adjective.

Give the appropriate irregular plural form of a noun

Suggested language patterns:

What is this?
That's one foot.
What are these?
Those are two feet.

Irregular Noun Plurals

mouse-mice	leaf-leaves
foot-feet	life-lives
tooth-teeth	die-dice
man-men	louse-lice
woman-women	deer-deer
child-children	sheep-sheep
goose-geese	fish-fish

Match-up Ditto

Make up a ditto with pictures of the irregular nouns in one column and the printed words in a second column. Have the

learners draw lines from the picture to the corresponding written plural form.

Cut Outs
Have the learners cut out silhouettes of various objects which are irregular in the plural form. Have them tell what the silhouettes represent and label them appropriately.

Foot Match
Make foot-shaped cards and write the irregular nouns on them. The foot-shaped cards will remind the learner that feet is an irregular noun and so are the nouns that are to be written on them. Have the learners write the singular and plural forms.

One, Two, Three Show!
Say, "One, two, three, mouse!" If the noun used is singular, have the learners hold up one finger. If it is plural, have them hold up two fingers.

Name and identify modifier opposites in a sentence

Suggested language patterns:
What kind of cat is this?
That's a big cat.
What do you have?
I have a little cat.

Opposites

big-little	large-small
hot-cold	light-dark
black-white	curly-straight
deep-shallow	soft-hard
smooth-rough	happy-sad
fat-skinny	many-few
tall-short	easy-difficult
old-young	round-square
good-bad	ugly-beautiful
new-old	strong-weak
friendly-unfriendly	bright-dull

Say the Opposite

Describe objects using one of the above adjectives. (I have a new book.) Have the learners respond with the opposite.

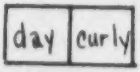
Feely Box

Select items that may be described as: hard/soft, smooth/rough, hot/cold, curly/straight, big/little, many/few, round/square, fat/skinny. Have the learners close their eyes, put their hands in the box, and describe as many of the different textures as possible. Tell the learners how many possibilities there are. Write the adjectives on the board as the learners say them.

Dominoes

Make 24 6x9 domino cards that are divided in half from tagboard or old boxes. Select eight pairs of opposites and write them (or illustrate them) three times on different card halves. Have all the pairs on different

cards so that no card has a pair on it. Have two or three learners select four cards and play dominoes.



Line Up

Have all of the learners with one common attribute line up in various places. (Everyone with curly hair line up by the window, and everyone with straight hair line up by the door.) Also use tall/short, boys/girls, older/younger.

Use prepositions appropriately in a sentence

Suggested language patterns:
Where is the ball?
It's in the box.
Where's Juan?
He's beside Rosa.

Prepositions

in (inside)	to	across
on	about	behind
under (below)	from	by
over	for	in front of
next to (beside)	with	between
away from	up	among
above	down	before
out (outside)	at	after
off	without	of
	around	toward

Ball and Box

Use a ball and box to teach the various prepositions. Then give a sentence describing the position of the ball in relation to the box. (The ball is next to the box.) Have each learner demonstrate a preposition while using the ball.

Where Are You?

Line up the learners. Have one tell where he/she is in relation to the others in line. (I am behind Juan.)

Post Office

Have the learners make packages and write letters to each other. Have them role play postal workers and customers.

"Hokey Pokey"

Have the learners form a circle and sing the song. Change the preposition used. (You put your right hand over.)

Find It

Hide an object from one learner in the classroom. Have the other learners give clues to its whereabouts. (It's in the front of the room.)

Where's the Sun?

Have a posterboard with scenery and a removable sun. Put the sun in various positions and have the learners describe its position using the above prepositions.

Sound out initial blends

Suggested language patterns:
This is a block.
Blllll-ock (emphasize blend pronunciation)

bl -	cl -	fl -	gl -	pl-
block	clock	flag	glass	plate
blue	clap	float	glue	plus
black	close	flock	globe	please

gr -	cr -	br -	dr -	fr -
grape	crown	broom	dress	frog
green	cross	branch	drip	free
grade	crack	bridge	drag	frame

pr -	tr -	sc -	scr -	sk -
prunes	truck	scout	screen	skates
press	trip	scare	screw	sky
prize	treat	scale	scream	skunk

sl -	sm -	sn -	sp -	spl -
sled	smoke	snake	spider	splash
slice	small	snore	spin	split
slow	smile	sneeze	spot	splinter

squ -	st -	str -	sw -
squirrel	stamp	string	swan
squash	stop	street	swim
square	store	straight	swing

Write the Blend

Draw a large bunch of grapes on the board and pronounce various initial blend words. If a given word begins like grapes, have the learner write "gr" in one of the grapes. If it does not, have the learner write an "x." This can be adapted for the different blends.

Say a New Word

Give the learners words that begin with singular consonants which they must change to blends. (Fog. Rrr - The learner says Frog.)

Hidden Words

Have the learners look for smaller words contained in blend words (black-back, treat-eat).

Slow Motion

Show the learners pictures of blend words and have them pronounce them one letter at a time in slow motion. Have them listen for the signal (snap fingers, clap hands) to say it fast. Have them pronounce it correctly both in fast and slow motion.

Put It in the Bl11-ender

Bring a blender to school (or draw one). On flashcards, write the words to which a consonant may be added to make a blend.

b		room

Have the learners put them in the blender, take them out, and read the new word.

Blend Wheel

Make two cardboard wheels, one smaller than the other. Attach them together so that the inner smaller wheel may be spun. On the smaller wheel, write the blends and on the outer wheel, write the final word parts. Have the learners spin the inner wheel and read the correct words formed.

Pins in the Bottle

Write out the blends on clothespins and have the learners drop them from waist height into a bottle or jug with a narrow opening. Have each learner take the pins which fall into the bottle and give a word which begins with that blend.

Identify and pronounce words which begin with or contain a short or long vowel

Suggested language patterns:
What sound does the vowel make?
It says a.

Vowel Vocabulary

ape	elephant	Indian	owl	umbrella
apron	egg	igloo	octopus	up
apple	eagle	ice cream	ogre	uniform
astronaut	eel	island	old	unicorn

Hot Potato

Select a long or short vowel for which the learners must think of words beginning with or containing that sound. Have them pass a potato while playing a record. When the music stops the learner holding the potato must give an appropriate word for the given vowel.

Detective

Send one learner out of the room and select a long or short vowel to be the mystery vowel. Have the other learners give three or four words which they may depict on the board or on construction paper. The detective then returns and must guess the mystery vowel.

Silent E

Have the learners write words as cap, cub, bit, hop on sentence strips leaving a space at the end to fold over like a flap. On the back of the flaps, have them print the silent E. Have them read the words, fold over the flap, and read the new word formed.

Vowels Are Helpful Tools

Have the learners name different tools and building materials which contain a long or short vowel.

Name and identify transportation vocabulary and use with is or are

Suggested language patterns:
What color is the truck?
The truck is green.
What color are the trucks?
The trucks are green.

Transportation Vocabulary

car	trailer
train	scooter
bus	ambulance
bicycle	tow truck
rocket	mail truck
airplane	garbage truck
helicopter	missile
jeep	canoe
boat	submarine
ship	escalator

Vehicle Name Match
Have the learners take turns being the leader. Have the leader give his/her own name (or make up one) and select a vehicle which begins with the same letter as the given name. (My name is Carlos, and I like cars.)

Vehicle Mime
Have the learners mime the actions for getting into (onto) a vehicle, and have the others guess which one it is.

Around the World
Use a large world globe or wall map and explain to the learners that they are taking a trip around the world starting from Chicago. Have them use as many of the above vehicles as possible to complete the trip. Cut out construction paper vehicles and tape them on the map as the trip continues.

Airplane Hangars

Use empty potato chip or coffee cans to sort the different modes of transportation (an airplane hangar for all vehicles that fly, a boat dock for all vehicles that travel in water, a garage for motorized street vehicles). Use plastic toy vehicles or pictures to be sorted into the cans.

Determine when to use a or an with a noun

Suggested language patterns:

What's this?
That's an apple.
What's this?
That's a book.

Train Conductor

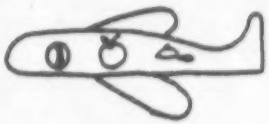
Line up the learners behind a row of chairs. Give each learner a flashcard with a noun picture on it. To get on the train, have them relinquish their "ticket" (flashcard) and say a sentence using the appropriate article.

Concentration

Write different nouns on ten or fifteen flashcards (orange, book, ice cream). Make matching cards with a and an. Turn all of the cards face down. Have each learner turn over two cards. If they match, he/she keeps them. If they do not match, have the cards put back in the same place.

Car Wash

Draw a large car on the chalkboard to be the a car. Draw a group of pictures in it which need either a or an. Have the learners "wash away" (erase) the words which do not belong with a. Make an airplane and do the same.



Oscar Owl and Annie Ant

Use two puppets, one for Oscar and one for Annie. Have the two engage in the following dialogue:

Annie: Are you a owl?
Oscar: My name is Oscar and I'm an owl.
Annie: That's what I said - a owl. And my name is Annie.
Oscar: Well, Annie, I'm an owl. You see, for certain things we must say an, not a.
Annie: What kinds of things?
Oscar: Well, Annie, apple, apron and airplane. Elephant, egg, and eye. Ice cream and inch. Onion and otter and orange. Oh, yes, umbrella, too!
Annie: I'll never remember all that!
Oscar: Annie, it's simple. Just remember, if it begins with a, e, i, o, u, then it begins like you! An for Annie!
Annie: Thank you, Oscar. You're very smart.
Oscar: Yes, I'm an owl!

Use 's with a noun or proper noun in a complete sentence

Suggested language patterns:
What's this?
That's Juan's book.
Whose is this?
That's the teacher's book.

Guessing Game
Collect various objects belonging to the learners. Ask to whom these articles belong. Have the learners reply with the personal possessive (Susan's dress).

Doll Cut-Outs
Have the learners make dolls of themselves out of tagboard. Have them make clothes for the dolls with tabs that fold onto the doll. Have the learners take another's doll, remove an article of clothing, and tell to whom it belongs. (This is Robert's hat.)

Five Coats
Put five coats in a row in front of the room. Have the owners identify their coats. Then see who can name the owners of all the coats in sequence. (That's Juan's coat. That's Robert's coat.)

I'm Going to Mary's House

Give the learners a sentence which indicates to whose house they are going. Include an object to take along which begins with the same sound as the proper noun used. (I'm going to Mary's, and I'm taking some milk.) Have the learners give a sentence substituting the person's name and giving another item which begins as that new name. (I'm going to Susan's, and I'm taking some sandwiches.)

Whose Hand?

Walk among the learners, point to various parts of their bodies, and ask whose body part it is. (Whose hand is this?)

Recite the letters of the alphabet in sequence, given any letter as the starting point

Suggested language patterns:

What letter(s) comes before _m_?
What letter(s) comes after _l_?
Please say the alphabet beginning with _a_.

People Letters

Practice saying the alphabet with the learners. Then pin a different letter onto each learner. Have them arrange themselves in alphabetical order.

Finish Up

Have large flashcards with the upper and lower case letters on them. Have each learner pick one, read it, and recite the rest of the alphabet in sequence from that point on.

Moon Letters

Make a large poster board with a quarter moon that has a face profile and place stars all around it. On the moon print upper case letters. Use thumb tacks and yarn to connect the upper and lower case letters.

Alpha Race

Give two learners a set of the same letter flashcards which they must put in alphabetical order on the chalk ledge. The first one to finish wins.

Word Hunt

Give a word to the learners which they look up in the dictionary. The first one to find it scores a point. The one with the most points wins.

Use there is or there are in a sentence to describe the contents of a picture. (These phrases refer to presence or existence and not to location.)

Suggested language patterns:
What's in the picture?
There's a boy.
There are some people.
Is there an apple?
Are there some fruits?

News Corner
Have the learners bring in current pictures from magazines or newspapers and display them in a corner. Lead a discussion of the pictures asking the learners to use there is and there are in describing the pictures.

Future World
Have the learners draw a picture of what they imagine the world will be like in the future. Have the learners show their pictures and explain what kinds of things there will be using there is and there are.

List Game
Show the learners a scenic picture from a book or magazine. Have them list the various items they see using there is and there are. Allow the winner to have water drinking or first in line privileges.

Mystery Box
Put various small toys (cars, animals, balls, boats) in a box with a lid. Pass the box around. Allow each learner to look for five seconds without touching anything. Give each learner an opportunity to name as many of the items as possible. When everyone has had a turn, take out all of the toys and discuss them one at a time.

Differentiate between sh, ch, and th in the initial and final positions

Suggested language patterns:
What's this?
That's a chair.

Digraphs

initial

shoe	shadow	shamrock	shell
shin	shampoo	sheep	shop
chair	chicken	chimney	chest
chop	chin	children	chalk
thumb	thimble	Thanksgiving	thistle
thunder	thermometer	theatre	thirty

final

trash	dish	rash	crash
cash	fish	ash	brush
bench	pouch	church	peach
couch	witch	match	lunch
fifth	wreath	bath	teeth
moth	month	path	mouth

Hear and Touch
Read aloud words that begin with digraphs. For words that begin with th, have the learners hold up their thumbs. For words that begin

with ch, have them put their finger on their chin. For words that begin with sh, have them put their fingers on their lips imitating the gesture for silence. Mix up the words and have the learners do the appropriate action.

Jingle

Make up jingles containing words that sound similar and might be hard to distinguish. Use the "Mulberry Bush" tune to sing: (This is the way we tie our shoes, chew our gum.) Also use: shin-chin, chair-share, cheap-sheep, sheet-cheat, wash-watch, cash-catch, chop-shop.

Roots

Draw pictures of a chestnut tree, a thistle, and a shamrock on the chalkboard or a ditto. Draw roots at the bottom of each and extend them so that they are long enough for a word to be written on them. Have the learners fill in the roots with words that begin with the appropriate digraph.

Initial and Final

Designate the left side of room as the "initial" side and the right side as the "final" side. Give the learners words, and, if the digraph is at the beginning, have them go to the left hand side of the room. If it is at the end, have them go to the right hand side.

Pronounce correctly sounds not found in Spanish and make a distinction between similar initial sounds

Suggested language patterns:
Zzzz (make sound)
Zebra (emphasize initial sound)
This is a zebra.

Similar Initial Sounds
s-z, v-b, th-d, th-t, ch-sh, f-v, t-d, w-g, j-y, r-w

Tongue Twisters
Make up tongue twisters that use the letters most difficult for the learners to pronounce.

"Zany Louie"

Zany Louie went to see
The silly animals with me.
The zebra in the zoo he saw,
It had a coat so striped and all,
A zipper must be holding it.

Oral Contrast
Make up sentences using similar sounding word pairs, and have the learners fill them in orally. (The color of wiggly____is a lemon____.) Use: zoo-Sue, vest-best, there-dare, think-sink, shoe-chew, vase-face, two-do, get-wet, yellow-jello.

Picture Dictionary
Have the learners cut out or draw pictures of easily confused pairs (from Oral Contrast) and paste them in a booklet to make a picture dictionary.

Silly Sentence
Read a sentence aloud, inserting a mispronounced word with its often confused counterpart. Have the learners correct the error. (I have a jello blouse at home.)

Identify American coins and paper currency

Suggested language patterns:
What's this?
That's a penny.
How many pennies in a nickel?
There are five pennies in a nickel.

Register Receipts
Collect register receipts from the grocery store and place them in a toy cash register (or other container). Have one learner pay the indicated amount with play money and another make the correct change.

Banko
Give each learner a "paycheck" and a list of bills which must be paid. Cash the checks with play money and have each learner pay the bills individually.

Guess What

Place coins in a container covered so that the learners cannot see inside of it. Have the learners put in their hands and guess which coin they are touching.

Piggy Bank

Give each learner 36 pennies and a construction paper pig with slits in it. Have the learners request nickles, dimes, and quarters in exchange for the pennies. Have the learners reduce their money to the least amount of coins.

Counterfeiter

Give the learners pieces of brown, grey, and green construction paper. Have them trace and cut out play coins and paper money.

Tell time

Suggested language patterns:

What time is it?

It's nine o'clock.

Human Clock

Have the learners imitate various times using both arms for the clock hands. Have the other learners guess the time being pantomimed. The learner who guesses correctly is next.

People Clocks

Assign 12 learners different numbers of the clock and have them make construction paper headbands with their numbers on them. Have the learners get in a circle, spacing themselves according to clock numbers. Have one learner placed in the center and, using a yardstick, pretend to be the big hand. Have another learner with a ruler pretend to be the small hand. Call out different times of the day to be demonstrated.

Paper Plate Clocks

Have the learners write clock numbers on 12-inch paper plates. Have them print the numbers 12 and 6 first, then 3 and 9, and then the rest of the numbers. Have each learner cut out clock hands and secure them in the center of the plate with fasteners. Call out the different hours of the day and have the learners move the hands accordingly.

Jigsaw Puzzles

Draw a clock on one half of a rectangular piece of tagboard. Write the time shown by the clock on the other half. Cut the rectangle in half in jigsaw fashion, leaving the clock on one half and the written time on the other half. Make a variety of these and hand them out to the learners who must find the matching parts.

Name and identify household vocabulary

Suggested language patterns:
Where's the sofa?
The sofa is in the living room.
Where do you eat?
I eat in the kitchen.

Household Vocabulary

Kitchen

refrigerator	cabinets	table
stove	curtains	chairs
sink	clock	

Dining Room

table	plate (dish)	knife
chairs	glass	spoon
place setting	cup	napkin
bowl	fork	

Pantry

pot	shelves	teapot
pan	coffee pot	skillet

Living Room

sofa	end table	T.V. (television)
armchair	lamp	coffee table
rug	picture	bookcase

Bedroom

bed	pillow	mirror
chest	sheet	window shade
dresser	blanket	drapes
bedspread	pillowcase	night stand

Bathroom

wastebasket	toilet	tub
medicine cabinet	towels	shower
hamper	soap	toilet paper

Miscellaneous

roof	garbage can	porch
screens	alley	attic
doorbell	sidewalk	washer
mailbox	stairs	closet
railing	yard	hallway
chimney	gutter	dryer
fence	garbage	

Dollhouse

Make a ditto of a dollhouse. Have the learners illustrate and label the appropriate furniture for each room.

Furniture Store

Have the learners use half pint milk cartons, construction paper, and toothpicks to make furniture. Set the furniture up as small display "rooms" on tables and have them price the pieces. Give them play money to buy the different furniture.

Quadronomes

Cut 24 4" squares, 12 pink and 12 yellow. Divide each square into four triangles by drawing two diagonal lines. Put a pink and yellow square side by side. On one triangle, write the name of a room in the house. On the adjacent triangle, draw an object that goes in that room.

Do this for all the cards, making sure they can all be put down side by side on all sides. The first learner to put down all of his/her cards correctly wins.

Mi Casa (My House)

Make a large house out of poster board, leaving spaces for the different rooms. Make two slits in each room for a picture strip to pass through. On sentence strips, draw pictures of articles that belong in each room and pass the strips through the slots to see how quickly the learners can name the furniture.

Use comparatives and superlatives correctly

Suggested language patterns:
Which one is better?
That one is better.
Which one is the best?
That one is the best.

Adjective	Comparative	Superlative
good	better	best
fast	faster	fastest
slow	slower	slowest
neat	neater	neatest
happy	happier	happiest
tall	taller	tallest
loud	louder	loudest
soft	softer	softest
short	shorter	shortest
thin	thinner	thinnest
fat	fatter	fattest
long	longer	longest
pretty	prettier	prettiest
big	bigger	biggest
strong	stronger	strongest

Who's "ER" and Who's "EST?"
Pick three learners to depict one of the adjectives. (One of these learners is "ER" and the other is "EST.") Have the other learners guess who is the adjective "ER" and who is the adjective "EST" by the exaggeration of their actions (happy, happier, happiest).

Word Sandwich

Write adjectives on construction paper "sandwich fillings" (cheese, bologna, hamburger, meatloaf). Make pieces of "bread" from white construction paper with the comparatives and superlatives written on them. Have the learners make sandwiches using the appropriate fillings and bread.

Funnier Words

Give the learners a descriptive word to illustrate and then continue with the comparative and the superlative.

Thin Thinner Thinnest

Say It "ER" and "EST"

Tell the learner a word. Then ask him/her to say it fast, faster, fastest. Do this for the following: fast, soft, angry, slow, happy, loud, sad.

Use the regular past tense correctly

Suggested language patterns:

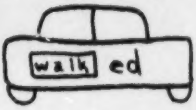
What did you do?

I added the numbers.

/id/Sound	/t/Sound	/d/Sound
wanted	walked	colored
painted	talked	played
added	jumped	copied
subtracted	baked	tried
counted	helped	cleaned
waited	picked	opened
tasted	looked	closed

Riding Together

Make a poster board car (or illustrate on the board) with -ed written in the center. Add verb cards and have the learners read the new word.



It's Already Happened

Discuss the previous day's activities. Point out all of the things that have been done in the past. (We finished our spelling. We listened to a record. We added our numbers.)

Musical Chairs

Tell the learners a short story (or have a capable learner tell it). Have the learners change their seats every time you say a word in the past tense.

Today and Yesterday

Give the learners verbs in both the present and past tense. Have the learners say today if it is in the present tense and yesterday if it is in the past tense.

Use indirect object pronouns appropriately

Suggested language patterns:
Give the book to her.
Go with him.
This is for them.
It is from us.

Objective Pronouns

me	it
you	us
her	you
him	them

Scrambled Eggs
Write the words from the sentence using an indirect object pronoun on construction paper eggs and have the learners put them in order.

Wheel of Chance
Make a circle and divide it into 12 sections with a spinner in the center. On the board list the indirect object pronouns, giving each a number from 1 to 12. Write an incomplete sentence on the board which the learners must complete by spinning a number and adding the corresponding indirect object pronoun.

Spin the Bottle

Have the learners form a circle (sitting or standing). Also put objects as chairs and books in the circle. Have one learner spin the bottle and guess to whom or what the bottle is pointing (me, you, him, her, it). Have the learners take turns in spinning the bottle.

Chip Poker

Put the following phrases on flashcards: to her, to him, from him, from her, Put these in a pile face down. Give each learner 15 chips. Have the learners take a card and complete the action.

to him/her - give a chip to any boy/girl in group

from him/her - take a chip from a boy/girl

Greeting Cards

Have the learners write letters (Valentine's, Christmas cards) to other learners in the room. Deliver cards using language patterns as:

Give the card to her.
This is for him.
The card is from Susan.

Distinguish between same, alike, and different

Suggested language patterns:

Are these the same?
Yes, they are.
Which are different?
Those are.
Are those alike?
Yes, they are.

Word Pairs

Say two words. Have the learner tell you if they are the same or different (dog/dog, cat/bird, jump/bump, boy/joy).

Things Alike

Look in several magazines for pictures that suggest the same sounds or emotions. Have the learners describe them. (Both people are happy. All these people are playing.) Make a collage of these items on a piece of tagboard.

Treasure Hunt

Have the learners find objects in the classroom which all share the same attribute: round, smooth, smaller than an apple. Emphasize how they are all alike.

How Does It Sound?

Have the learners listen for the sound. They clap once if the sounds are the same, twice if they are alike. Make an association between clapping and the number of syllables in same and alike.

Alike and Different

Label one egg carton "Alike" and another "Different." Have the learners sort out buttons, marbles, rocks, beads, dried beans, and pennies in the egg cartons. Put all the things that are alike in the same little section of the "Alike" carton. Put the things that are different into individual sections of the "Different" carton.

Use phrases want to and going to with an action verb in a sentence

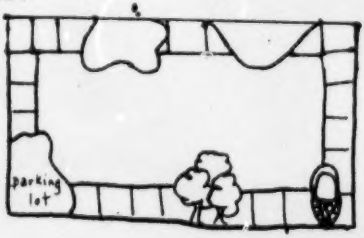
Suggested language patterns:
What do you want to do?
I want to go to the movies.
Where are you going to go?
I'm going to go to school.

On the Moon
Show a large picture of the moon's surface or of the moon in a black sky. Tell the learners five or six basic facts about the moon. Have them pretend that they are taking a trip there. Have them close their eyes while you dim the lights and play the sound track from "2001: Space Odyssey." Ask them what they are going to do when they get to the moon. (I'm going to jump ten feet in the air.)

Beat the Clock
Give the learners key phrases such as, "When I grow up, I'm going to_____." Set an egg timer for two minutes. Have each learner give as many sentences as possible in the time given. Have them give a complete sentence each time. The one who says the most sentences correctly wins.

Picnic

Make a board game with an outdoors theme. Make a path that goes by a tree, a picnic lunch, a meadow, along a pond, over a hill, and out to the parking lot. Have the learners throw a die and move the number of spaces indicated. (Use miniature cars as markers.) Have them give a sentence using want to and going to, referring to the trees, lunch, etc. The first learner to reach the parking lot wins.



Just What I Want

Have the learners cut out the letters of their names in foil paper. Mount these on a long narrow piece of black poster board. Have the learners tell about the things they want to do after school, in the summer, etc. Cut out black silhouettes to represent these activities and mount them on foil circles. Hang these circles by thread from the name boards.

Use the irregular past tense correctly

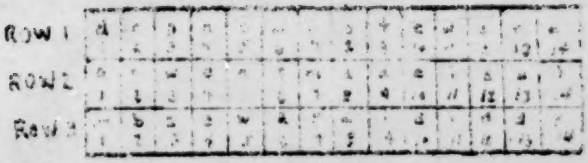
Suggested language patterns:
What did she write?
She wrote a story.

Irregular Past Tense Verbs

was	made	sat	ate
went	read	wrote	
said	did	ran	
were	had	saw	

Find It

Reproduce the chart below on poster board or a ditto paper. Call off the present tense form of a verb. Have the learners find its first letter number. (Write, row 1, number 6.)



"Who Stole the Cookies from the Cookie Jar?"

Do this rhyme verse substituting: makes/made, has/had, sees/saw, eats/ate.

Leader - Who makes the cookies from the cookie jar?

1st Child - Juan made the cookies from the cookie jar.

Juan - Who me?

Others - Yes, you!

Juan - Couldn't be.

Others - Then who?

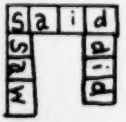
Repeat this until everyone has had a turn. Then change the verbs.

Verb Throw

Print some of the above verbs in the present tense on a die. On another die print their past tense forms. Have the learners throw both dice. If they land with matching verb forms, score one point for the player.

Verb Dominoes

Put the 13 irregular past tense verbs listed above on rectangular pieces of construction paper. Divide the rectangle into one-inch squares and put a letter in each square. Make several sets so that all of the learners can play in pairs. Pass out six pieces to each learner in the pair and put the last piece on the table. Then have them take turns linking pieces together by one common letter. If a learner cannot put down a piece, go on to the next learner until no more pieces can be put down. The learner who puts down the most pieces wins.



Use question words (who, what, where, how, which, when, why, whose) correctly

Suggested language patterns:

What does he do?
He paints.
Where does he work?
He works in a house.
Which one is a hammer?
That's a hammer.
Whose tool is this?
That's my tool.
Who is he?
He's my brother.
How does he work?

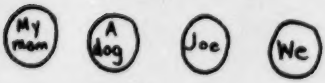
He does his work with a hammer.
When does he work?
He works everyday.
Why does she work?
She works because she likes it.

Let's Visit a Friend

Construct a story by asking the learners questions using question words. Give the learners only two choices. (Who do you want to visit, a person or an animal?) Record the learners' choices. Have them reiterate the story by answering questions that the teacher again asks. (Who were we visiting?) Have the learners make a drawing of the story.

Pirates' Treasure

Make a tagboard treasure chest and cut out 24 cardboard circles to represent gold coins. Attach a gold coin to the top of the chest and write one of the four question words on it. Make slits in the chest so that five coins may be slipped inside. Write possible answers for the questions asking who, what, where, and when on the coins. Have the learners place the coins in the chest for the given question word. Change the question word periodically.



What's News?
Read a short newspaper selection to the learners from the movie section, Ann Landers, or a cartoon strip. Ask the learners questions about the selection using the above question words.

Dealing with Details
Make a board game like the one below. Read to the learners a short story (A classic fairy tale would be good). Make flashcards answering the question words with specific examples from the story.

Dealing With Details					
who	what	when	where	how	why
Goldilocks					
Mama Bear					
Baby Bear					

Have at least three specific examples for each question word. Give the learners flashcards with these examples. Have them put down all the cards in the appropriate box.

Describe the contents of a picture using at least three noun phrases

Suggested language patterns:
What was in the picture?

A green tree, ball and the sun.
Who was in the picture?
A man, little boy, and a girl.
Which animals were in the pictures?
A big cat, yellow bird, and a dog.
Which things did you like best?
The birthday cake.

Memory Quiz

Form teams and give each team a different picture to study for a few minutes. Then have one team trade pictures with the other team. Have the first team tell the other what they remember seeing in the picture while one person records what is said. Have them compare the list with the picture and record how many items were not said. Then have the other team tell the first team what it remembers about its picture. The team with the highest number of items mentioned wins.

Slide Flash

Flash a large scenery shot with people in it on the wall with a slide projector. Turn the projector off after five seconds. Have the learners tell what they saw using noun phrases and write these on the board. Then turn the projector back on and have them tell what was omitted.

Picture Quiz

Bring old magazines to school and have the learners select pictures of things that they would like to discuss. Have them cut out the pictures, mount them on tagboard, and cover them with clear contact paper. On the back of each picture help the learners write out questions requiring noun clauses

for answers.

What's in the picture?
Who is that person?
Which does he like best?

Detail Search

Show an abstract design for a few seconds. Then show two abstract designs, and have the learner identify which one he/she saw first. The only difference between the two pictures would be some small details.

Use correct intonation for declarative, interrogative, and exclamatory sentences

Suggested language patterns:

The book is blue.
The book is blue!
The book is blue?

Punctuation Cards

Give each learner three flashcards with one of the above punctuation marks. Read a sentence. Have the learners identify the type of sentence by holding up the correct flashcard.

Mobiles

Have the learners make mobiles using the different punctuation marks. Use a sentence strip with a complete sentence printed on it as the base and hang the punctuation marks from it. Have the learners read the sentence using the different punctuation marks and change their intonation accordingly.

Write Right

Give each learner a sentence to write on the board which must be written with the correct punctuation. If he/she is correct, have this learner give the next sentence.

People Punctuation

Write a sentence in large block letters on the board. Have the learners use their hands to represent punctuation marks. For a period, have them make a fist. For an exclamation mark, have them hold one hand straight with the other in a fist under it. For a question, curve one hand with the other in a fist under it.

Say It Right!

Make a board game with a period, question mark, or exclamation point in each square. In the center have a stack of sentences printed on flashcards and a spinner divided into three sections with one of the three punctuation marks in each section. Have the first learner spin the spinner, take a card from the pile, and read the sentence with the intonation indicated by the spinner. If the intonation is correct, he/she moves the marker to the next square that has that punctuation mark. The first one to finish wins.

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Describe in sequence the major events of a story which has been related orally

Suggested language patterns:
What happened?
Who was the girl?
What was the trouble?
Where was the action?
When did he leave?

How Will It End?
Cover the last picture of a comic strip and ask the learners to guess what is happening.

Memorization
Tell a short story about a character who has a series of adventures or becomes involved in a number of different situations. Then have the learners individually re-tell the story including all of the events in correct sequence.

Memory Quiz
After telling a story aloud, pass out a ditto master which depicts six or eight events from the story. Have the learners number the pictures in the sequence as they occurred.

Follow the Recipe
Read the ingredients of a cake recipe and stress the order in which they are mixed before being baked. Have the learners name the ingredients and repeat the steps in the correct order.

Invent a story orally when given who, what, and where phrases

Suggested language patterns:
General impromptu.

Make a Story
Give groups of learners a set of pictures. Have them arrange the pictures in a sequence so that a story may be invented to relate to the rest of the group.

Story Ideas
Give the learners the following ideas to talk about:

1. Pretend that you are a dust cloth. Describe how you feel when you are being used.
2. Describe the thoughts of a lollipop as it gets smaller and smaller when being eaten.
3. Write about a person who has chocolate instead of blood in his veins.
4. Pretend you are a turtle on its back who cannot get back on its feet. Tell how you feel and what you would do.

Cartoon Shuffle
Cut up a complete comic strip into individual pictures and mount them on construction paper. Number each picture on the back. Shuffle the pictures and ask the learners to arrange them in proper order. Check the numbers on the back to see if they are correct.

Puppets

Make or buy four puppets with easily recognizable characteristics (good, bad, child, pet). Keep one puppet and pass out the other three to the learners. Initiate a conversation asking different who, what, and where questions.

Reporter

Assign a learner to be a roving reporter with a tape recorder. Have him/her ask the other learners various questions. Play back the tape later and discuss the responses.

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